



# "I" Messages

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## 3 Cs

- ☞ I care about myself.
- I care about others.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
  - I have the responsibility to make smart choices when I care about myself.
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## Preparation

### Copies

- Home Connection (see page 4)
- Emotion Cards (starting on page 6)

### Materials

- Stop and Think sign (see page 18)

### Music

- "The Truth Will Make Me Free" (see page 19)
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## Vocabulary

emotions	wise choices	"I" messages
Caring Powers	foolish choices	rights

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## Lesson at a Glance

### Introduction

1. Emotions: Right or Wrong? Bad or Good?

### Strategy

2. Review the Power of "I" Messages

### Conclusion

3. The Power of "I"

### Home Connection

4. Using "I" Messages at Home
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## Core Curriculum Objectives and Standards

### Objectives

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Explore how relationships can contribute to self-worth.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Develop vocabulary that shows respect for self and others.

### Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: The students will understand and respect self and others related to human development and relationships.
- Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

## Introduction

### Prepare

## 1. Emotions: Right or Wrong? Bad or Good?

- Copy emotion cards (starting on page 9), or access actual pictures of children showing different emotions on the internet. Some teachers use paper plate masks for children to wear and use in role-plays.
- Prepare a STOP and THINK sign with the images back to back (see page 18).

### Smartboard Option

Suggested Link:

<http://www.do2learn.com/games/feelingsgame/index.htm>

In this feelings game, the player views three faces and chooses which represents the stated emotion.)

### Share

During the morning routine, ask students to show you with their fingers how good they feel on a scale of 1 to 4.

### Show

Use emotion pictures or actual images from the Smartboard emotions game.

### Ask

Is \_\_\_\_\_ emotion bad? Is \_\_\_\_\_ emotion good?

(Emotions aren't wrong or bad or right or good. They are simply emotions.)

### Discussion

The value of emotions is they let us know if something needs to change. Emotions are feelings that help us choose what to do next.

### Talking point

There is a magical time between when we feel an emotion and when we respond to that emotion. It is the time when we make either a *wise choice* or a *foolish choice*. If we take time to STOP and THINK, it is easier for us to make a wise choice, because wise choices usually don't come right away.

### Define

A right is something that is guaranteed to all.

Compare this to how everyone is guaranteed a hook to hang his or her coat or crayons to color with during coloring time. That means everyone has a right to a hook or a right to use crayons. It is just part of being in our classroom. In the same way, everyone has a right to be kind to himself or herself by experiencing his or her own emotions and expressing them to others. By taking care of ourselves this way we are being a person.

(Adapted from Bodine, R. J., Crawford, D. K., & Schumpf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press. pp. 89-91.)

## Tie in the 3 Cs

I care about myself.  
I care about others.  
I care about my community.

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

## Strategies

### Introduce

## 2. The Power of "I" Messages

- An "I" message is a way I express my happy and sad feelings in a smart way.
- It is a Caring Power. It is a way we can show we care for each other.

### Write on the Board

I feel \_\_\_\_\_ when \_\_\_\_\_.

### Write

Have students use the emotion words they reviewed in the introduction discussion to fill in their "I" message sentence. Use this for a journal prompt.



Optional Activity	Students draw a picture to accompany their sentence and share their artwork and "I" messages about how they feel today.
Share	<p>Look around the room and encourage the children to notice the different feelings that are in the room.</p> <ul style="list-style-type: none"> <li>• Emphasize that it is okay for students to feel whatever they are feeling.</li> <li>• An important part of taking care of ourselves is understanding why we have our feelings.</li> <li>• Not all feelings are bright; some are gloomy.</li> </ul>
Variation	Repeat the above activity. This time you give the child the emotion and he or she fills in the action that makes him or her feel that way. Use gloomy emotion cards: sad, angry, scared, bored, and lonely.
<b>Conclusion</b>	<b>3. Review the Power of "I" Messages</b>
Caring Powers	<ul style="list-style-type: none"> <li>• When we understand our emotions, we can make choices that will help us get what we need.</li> <li>• Using Caring Powers like "I" messages and STOP and THINK helps us to get what we need.</li> <li>• This year we will be learning about other Caring Powers we can use to show we care about ourselves and others.</li> </ul>
Music	Sing "The Truth Will Make Me Free."
<b>Home Connection</b>	<p><b>4. Using "I" Messages at Home</b></p> <p>Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families. Please have students check either the "Enjoy at home" or "Please return" box.</p>
<b>Additional Ideas</b>	
Writing/Art	<p>Collect the artwork and staple into a class book.</p> <p>Turn this lesson into a morning routine where you ask how everyone is (on a scale of 1-4) and then have them fill in an "I" message sentence in their writing journals. Encourage the students to write sentences throughout the day when they have new experiences.</p>
Reading	<p>Create "I" messages as a class while reading the following books:</p> <ul style="list-style-type: none"> <li>• Curtis, J. L., &amp; Cornell, L. (1998). <i>Today I feel silly &amp; other moods that make my day</i>. New York: HarperCollins.</li> <li>• Freymann, S., &amp; Elffers, J. (2004). <i>How Are You Peeling?: Foods with moods</i>. New York: Scholastic.</li> <li>• Seuss, Johnson, S., &amp; Fancher, L. (1998). <i>My Many Colored Days</i>. New York: Knopf.</li> <li>• Viorst, J., &amp; Cruz, R. (2009). <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>. New York: Atheneum Books for Young Readers.</li> </ul>





# Home Connection

Dear Family,

Today I learned that I have the right to care about myself. I can care about myself when I understand how my feelings start and remember they are my own feelings, not a feeling someone else made me feel.

When I express my feelings with “I” messages, I talk about my feelings in a kind way. I do this by thinking about how I feel and why I feel that way.

“I feel \_\_\_\_\_ when \_\_\_\_\_.”

For example, “I feel special when you take time to read to me.”

This week, please encourage me to share an “I” message” with you when I am feeling a strong emotion? You can help me learn more about my feelings by asking questions about why I feel this way and how I could change my feelings if they are sad or unhappy.

Thank you! I love you! \_\_\_\_\_



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# Conexión en el Hogar

Querida familia,

Hoy aprendí que yo tengo el derecho de cuidar de mismo. Yo puedo cuidar de mi mismo cuando yo entiendo cuando empiezo a sentir y cuando recuerdo y entiendo que son mis propios sentimientos, y no cosas que alguien más me hizo sentir.

Cuando yo expreso mis sentimientos empezando a hablar de lo que “yo” siento, yo hablo de mis sentimientos en una manera amable. Yo hago esto al pensar acerca de lo que siento y porque me siento de esa manera.

“Yo me siento \_\_\_\_\_ cuando \_\_\_\_\_.”

Por ejemplo, “Yo me siento especial cuando tu tomas el tiempo de leer conmigo.” Esta semana, por favor animame a compartir un mensaje contigo que empiece con “yo” cuando estoy sintiendo una emoción fuerte. Tu me puedes ayudar a aprender más acerca de mis sentimientos al preguntarme porqué me siento de cierta manera y cómo yo podría cambiar mis sentimientos si estos son de tristeza o infelicidad. \_\_\_\_\_

¡Gracias! ¡Los quiero! \_\_\_\_\_



# Conexión en el Hogar

Querida familia,

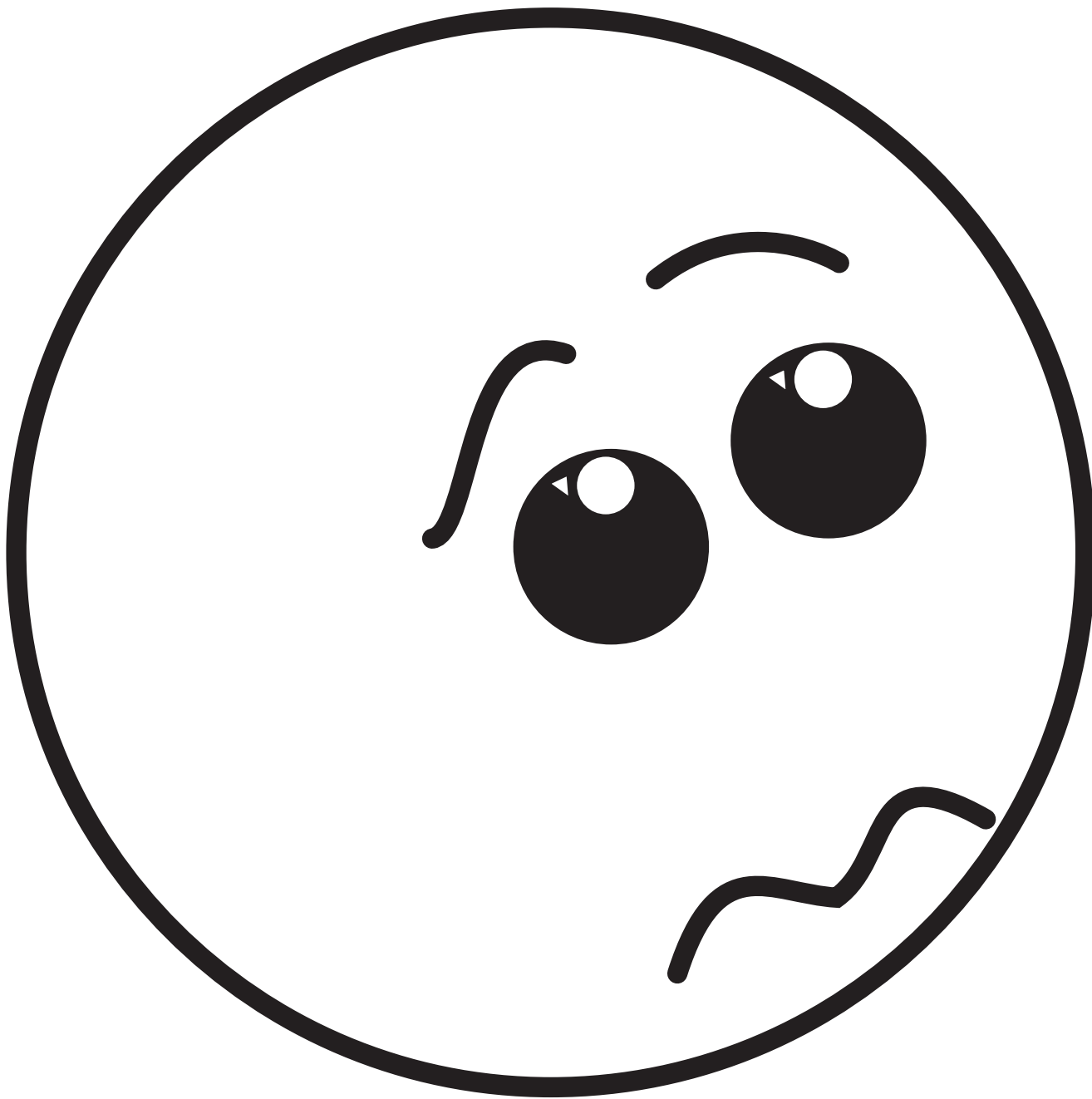
Hoy aprendí que yo tengo el derecho de cuidar de mismo. Yo puedo cuidar de mi mismo cuando yo entiendo cuando empiezo a sentir y cuando recuerdo y entiendo que son mis propios sentimientos, y no cosas que alguien más me hizo sentir.

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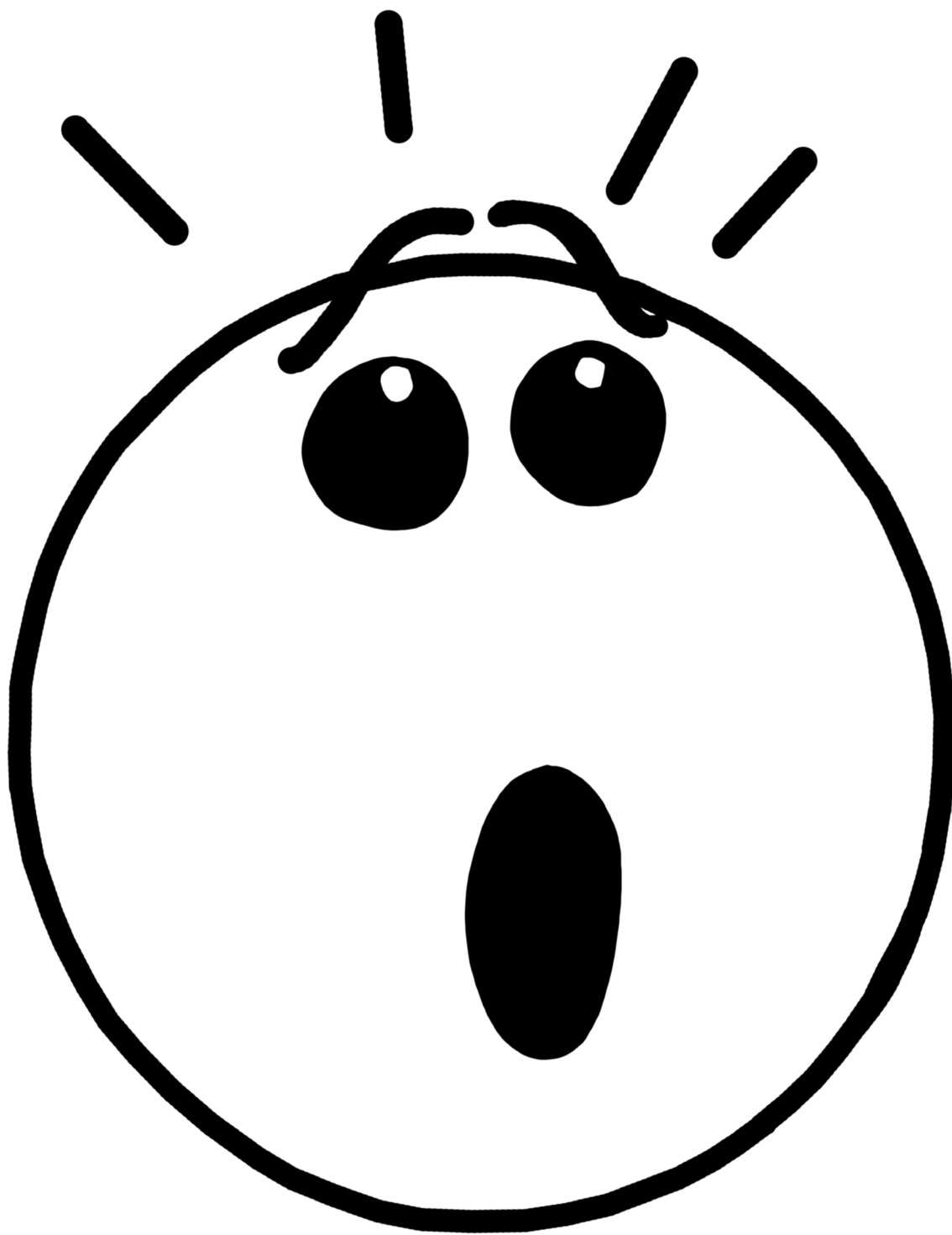
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Gracias! ¡Los quiero! \_\_\_\_\_



LEFT OUT



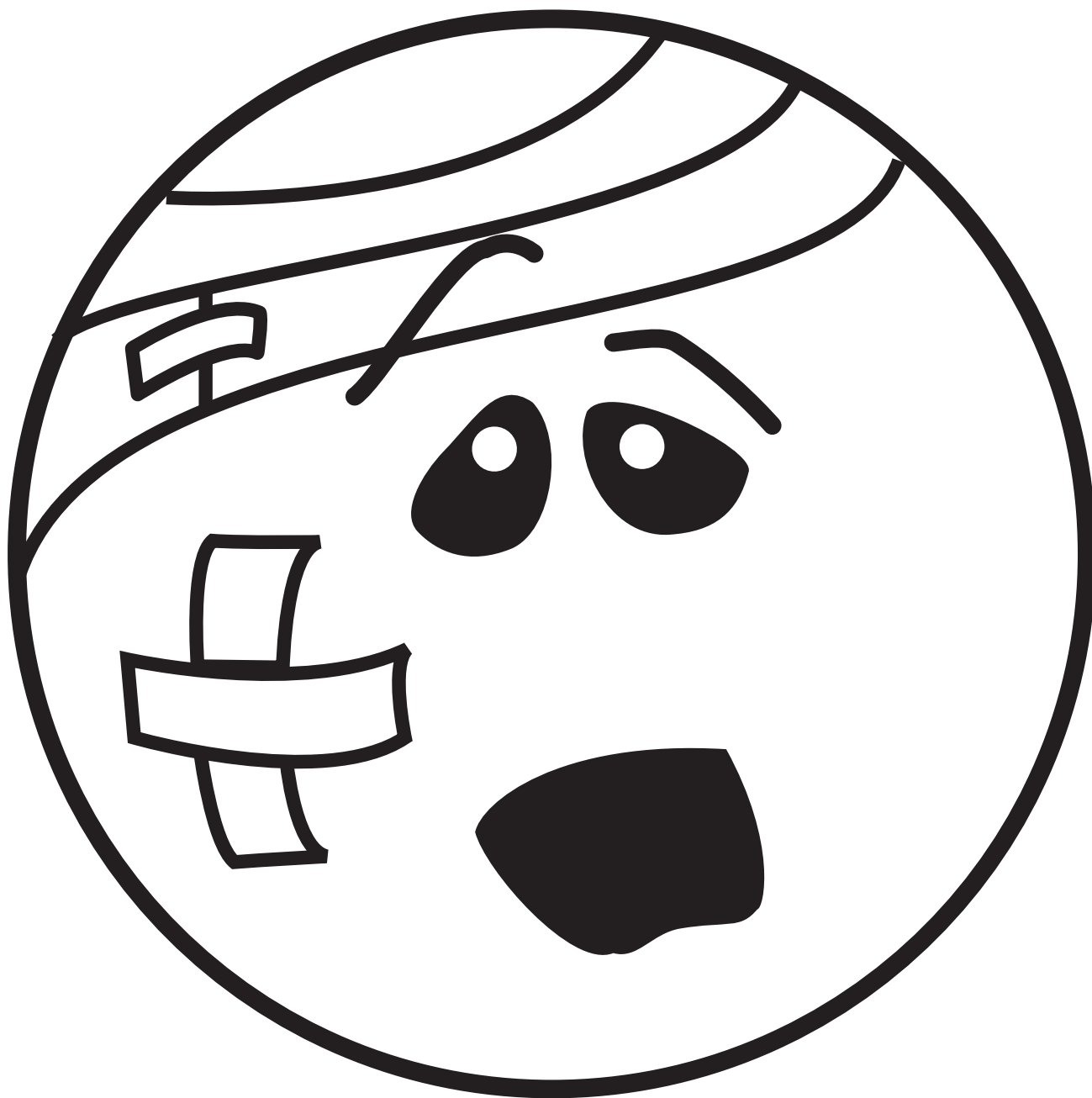
Face Emotion Cards

FEARFUL

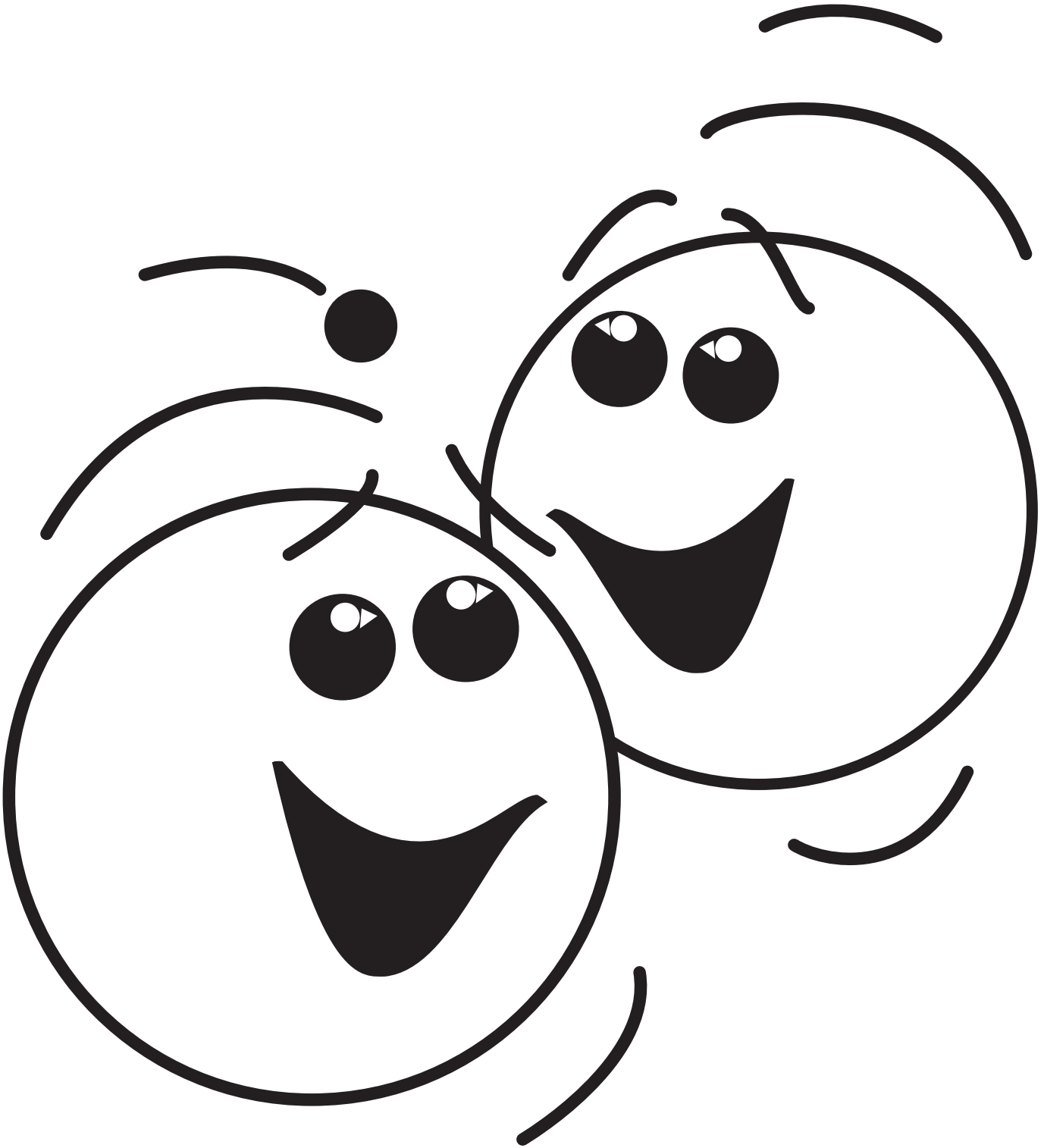


**SURPRISED**





HURT



EXCITED



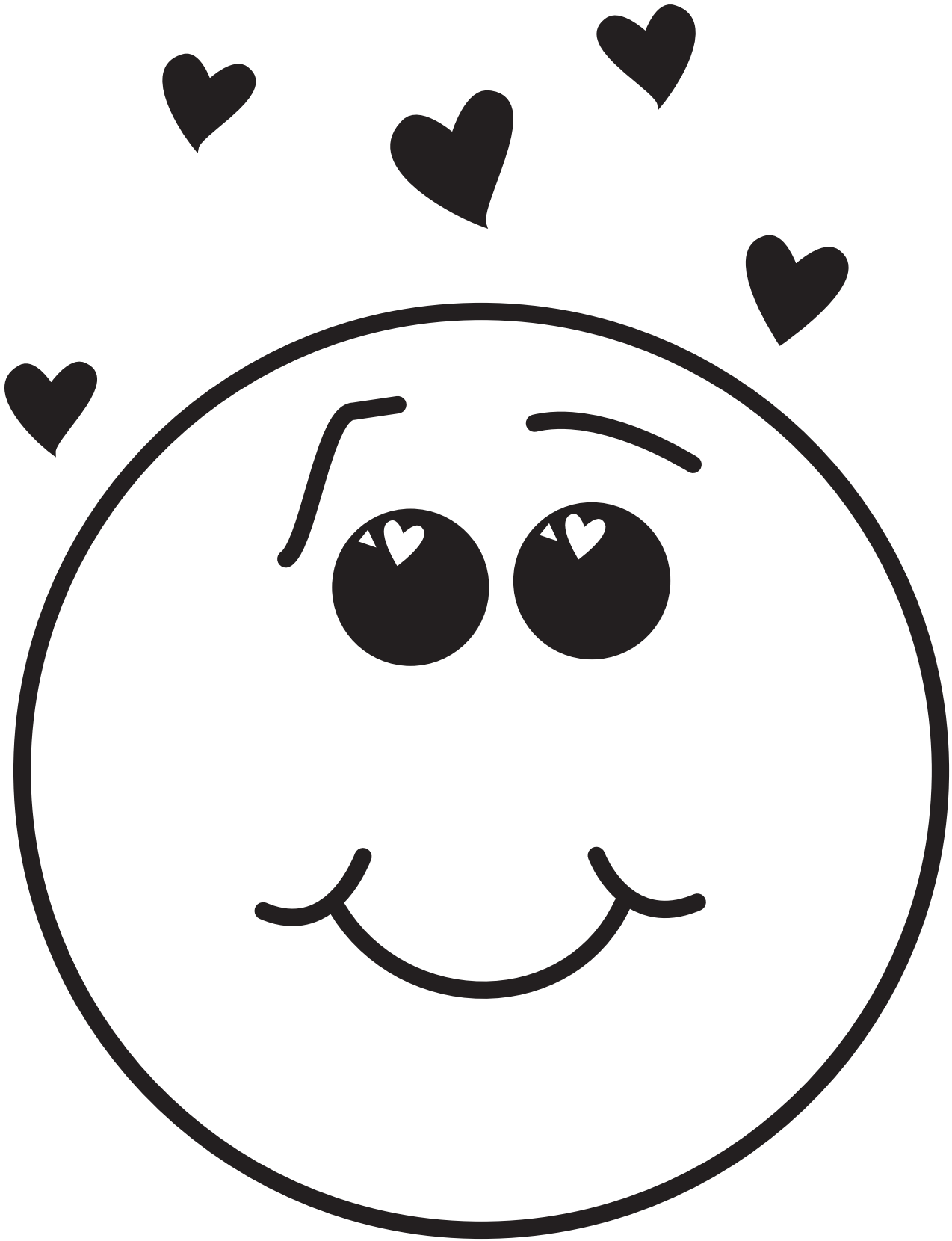
**BORED**



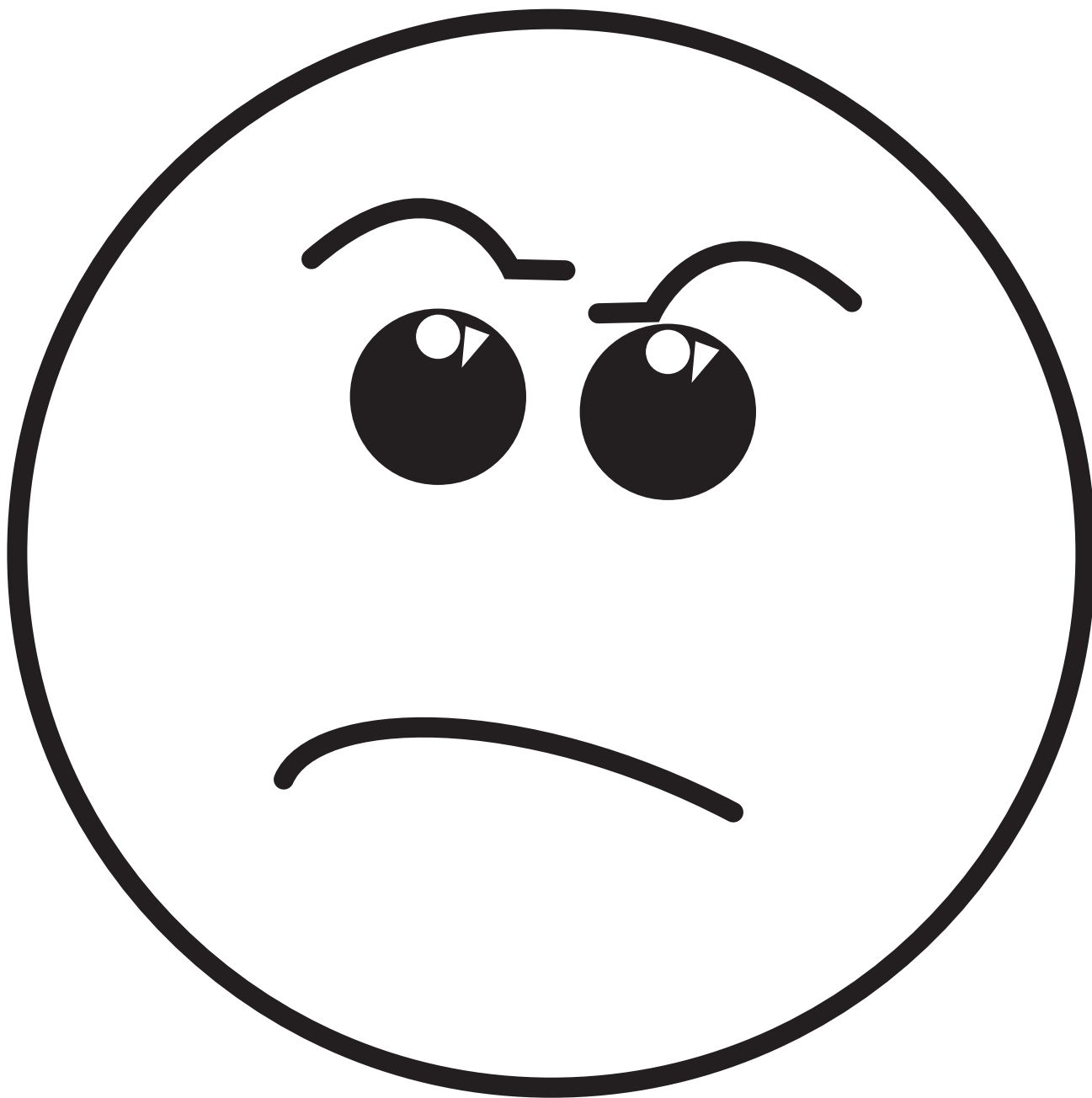
**EMBARRASSED**



**JEALOUS**



LOVING

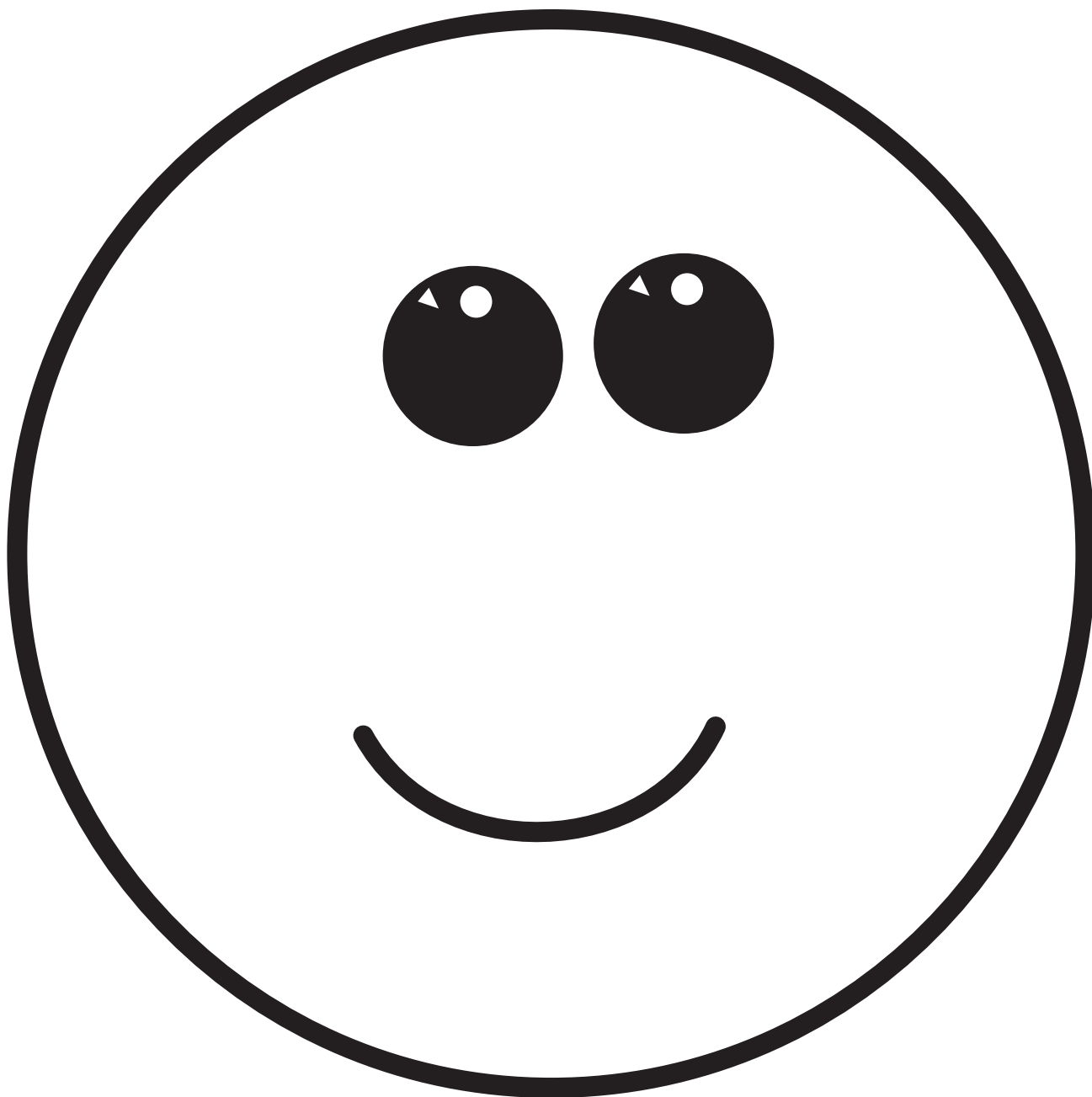


ANGRY

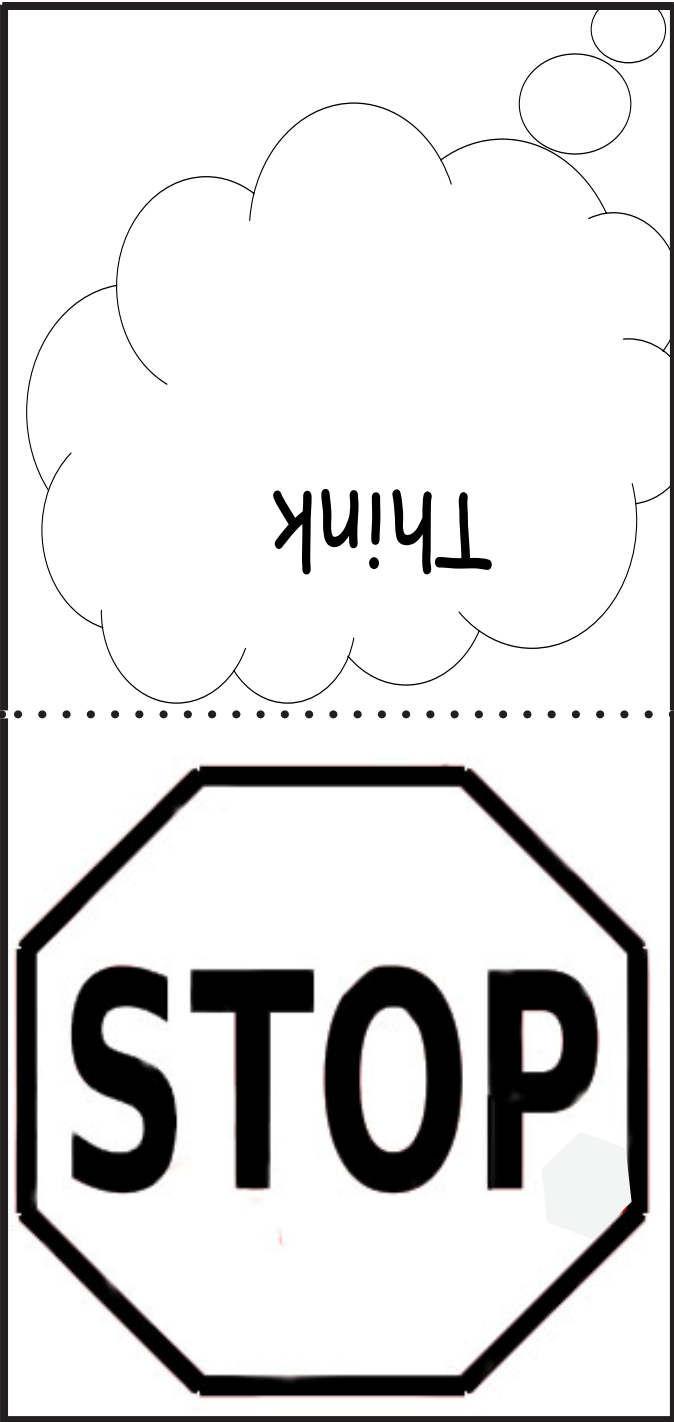


SAD

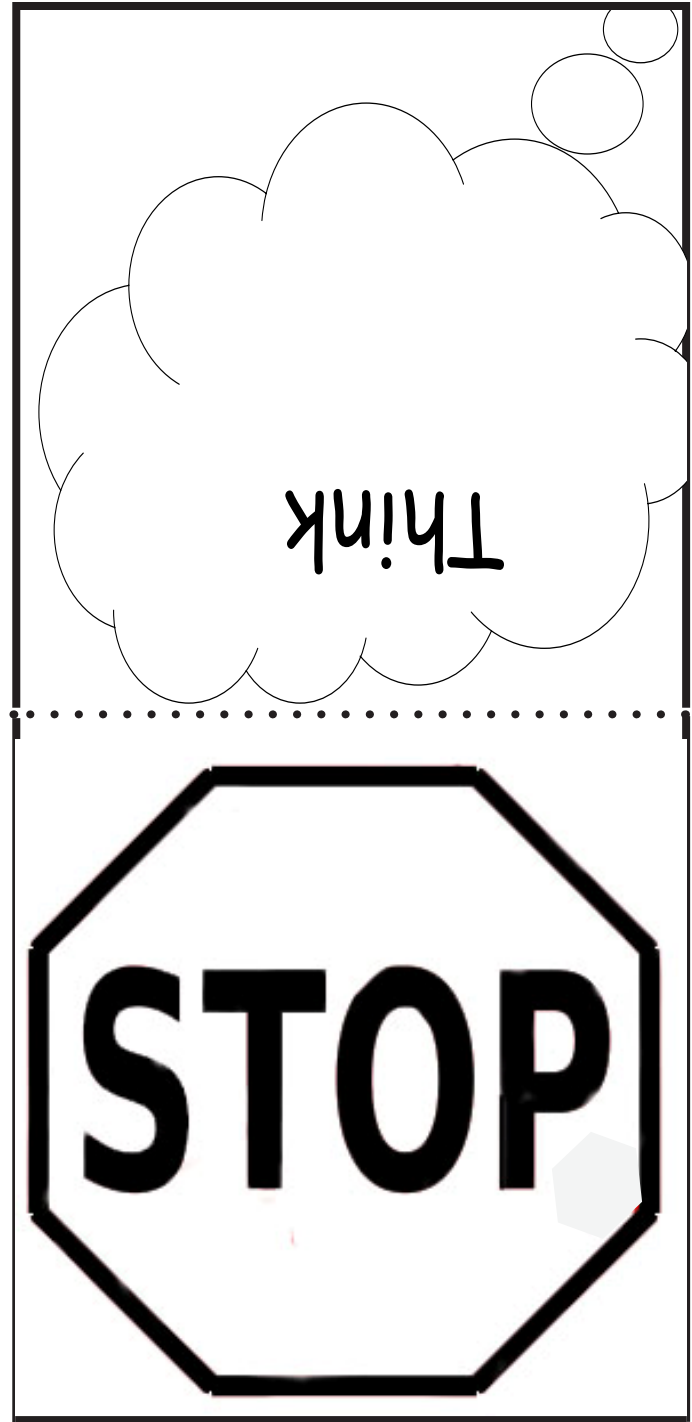




HAPPY



Glue a stick in here after the form is folded



Glue a stick in here after the form is folded

This template can be used for creating a sign. Have students color the "Stop" sign and the "Think" sign. Cut out the rectangle including both signs. Fold the rectangle in half so "Stop" is on one side and "Think" is on the other. Put a tongue depressor or Popsicle stick in between the signs and paste them together. Students can use the sign to show they are stopping and thinking.

There is another version of this template on page 55

# The Truth Will Make Me Free

by Fred Rogers

What if I were very, very sad  
And all I did was smile?  
I wonder, after a while,  
What might become of my sadness?

What if I were very, very angry,  
And all I did was sit  
And never think about it?  
What might become of my anger?

Where would they go, and what would they do  
If I couldn't let them out?  
Maybe I'd fall, maybe get sick...  
Or doubt.

But what if I could know the truth  
And say just how I feel?  
I think I'd learn a lot that's real  
About freedom.

I'm learning to sing a sad song when I'm sad.  
I'm learning to say I'm angry when  
I'm very mad.  
I'm learning to shout,  
I'm getting it out,  
I'm happy, learning  
Exactly how I feel inside of me—  
I'm learning to know the truth—  
I'm learning to tell the truth—  
Discovering truth will make me free.

